

**Unit 1 Title:** Learning for Life

**Lesson Title:** Self Assessment of Time Management,  
Study and Test-Taking Skills

**Lesson 6 of 6**

**Grade Level:** 12

**Length of Lesson:** 1 to 2 class periods

**Missouri Comprehensive School Counseling Big Idea:**

AD.4: Applying skills needed for educational achievement

**Grade Level Expectations (GLEs):**

AD.4.A.12: Achieve educational levels necessary to teach, maintain, and continue with individual life-long learning goals.

AD.4.B.12: Exhibit self-management skills necessary for educational achievement.

**American School Counselor Association (ASCA) Mindsets and Behaviors:**

Academic Development

**Materials (include activity sheets and/ or supporting resources)**

9-12 Summative Evaluation for AD 4

**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 6. Apply communication techniques to the job search and to the workplace
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

**This lesson supports the development of skills in the following academic content areas.**

Missouri Comprehensive School Counseling Programs:

Linking School Success to Life Success

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**Academic Content Area(s)****Specific Skill(s)**

X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, document)
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

**Lesson Measurable Learning Objectives:**

The student will write a personal essay in which he/she will consider and analyze the skills he/she has developed during his/her school experience to help him/her be a life-long learner.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLEs.**

**Assessment can be question answer, performance activity, etc.**

The 3-part summative self-evaluation for the Learning for Life Unit is conducted in the 12<sup>th</sup> grade. The assessment culminates the work that students have completed in prior grades and encourages students to reflect and project regarding the knowledge and skill required to successfully achieve their goals and continue as life-long learners. The assessment follows this lesson. It may be photocopied for your students' use.

**Lesson Preparation**

**Essential Question:** How do time management, study, and test-taking skills influence life long learning and your attainment of personal goals?

**Engagement (Hook):** How do you rate yourself? Show me 5, 4, 3, 2, 1 (5 being the highest, 1 being the lowest) in each area by holding up your number of self-rating.

Self Management -Show Me. (watch for students' ratings)

Study Skills -Show Me. (watch for students' ratings)

Testing Taking Skills - Show Me. (watch for students' ratings)

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
1. The counselor will give each senior Part	1. Students will rate themselves <i>Good</i> ,

<p>One of the <i>9-12 Summative Self-Evaluation for AD 4</i>. Part One allows for each senior to rate himself or herself in the areas of time management, study skills, and test-taking skills.</p>	<p><i>Average</i>, or <i>Poor</i> for 27 skills they have learned throughout their educational experience.</p>
<p>2. The counselor will lead a brief discussion of the skills that were rated as the highest and which were rated as the lowest.</p>	<p>2. In pairs students will describe their strongest and weakest skills and discuss the implications for their success with their partners.</p>
<p>3. The counselor will administer Part Two of the <i>9-12 Summative Self-Evaluation for AD 4</i>. Part Two allows each student to identify and discuss situations in which specific skills were used and situations in which he or she didn't have the specific skills to be successful.</p>	<p>3. Students will give examples of times in which they used their stronger skills to be a successful learner as well as times they were not successful because their skills were not as strong or were not acquired. Students will complete a chart on which they list skills that will be important to them for their post-secondary choices.</p>
<p>4. The counselor will lead a brief discussion about skills successful learners use. During the discussion, stress the need to continue to maintain strong skills as well as develop weaker skills in order to be a successful life-long learner.</p>	<p>4. Students will volunteer responses during the discussion and brainstorm possible ways to improve their weaker skills.</p>
<p>5. The counselor will administer Part Three of the <i>9-12 Summative Self-Evaluation for AD 4</i>. Part Three encourages learners to project how they will use the three skill areas (Time Management, Study Skills, Test-taking Skills) to achieve post-secondary goals and life-long learning.</p>	<p>5. Students will write a personal essay in which they hypothesize how the skills they have learned in their educational experience will help them achieve their post-secondary goals and continue to be a lifelong learner.</p>
<p>6. The counselor will work with the Communication Arts teacher to devise a possible grading system for the personal essays. It is recommended that the counselor collect the students' <i>AD 4 Summative Self-Evaluation</i>, copy them and place one in the student's permanent folder and return the original to student.</p>	<p>6. Students submit their completed <i>AD 4 Summative Self-Evaluation</i>, so the counselor can copy them and return the original to student.</p>

**Teacher Follow-Up Activities**

One possible follow-up activity would be for teachers to discuss skills that students feel comfortable using when they are out of high school and skills that they feel they should continue to develop. Teachers may be able to incorporate these skills into future lessons to help the students continue to develop.

**Counselor reflection notes (completed after the lesson)**

NAME: \_\_\_\_\_ GRADE: \_\_\_\_\_ DATE: \_\_\_\_\_

**9-12 SUMMATIVE SELF-EVALUATION FOR AD 4**  
**Applying Skills Needed for Educational Achievement**  
**PART 1: LIFE-LONG LEARNING SKILLS SURVEY**

**1. How do you rate yourself on the following self-management skills? (Circle answer)**

a. Writing down assignments/tests/projects	Good	Average	Poor
b. Turning in homework on time	Good	Average	Poor
c. Getting academic help when needed	Good	Average	Poor
d. Having a scheduled studying time	Good	Average	Poor
e. Keeping my school and personal materials organized	Good	Average	Poor
f. Having a place at home to study with materials	Good	Average	Poor
g. Managing my time during my daily schedule	Good	Average	Poor
h. Attending school regularly	Good	Average	Poor
i. Being on time to school and/or work	Good	Average	Poor

**2. How do you rate yourself on the following study-skills? (Circle answer)**

a. Listening actively in class	Good	Average	Poor
b. Asking questions in class	Good	Average	Poor
c. Reviewing class notes	Good	Average	Poor
d. Knowing/understanding topic-specific vocabulary	Good	Average	Poor
e. Being prepared for class	Good	Average	Poor
f. Outlining readings from textbooks	Good	Average	Poor
g. Taking effective notes	Good	Average	Poor
h. Working with others in small groups	Good	Average	Poor
i. Identifying personal learning style	Good	Average	Poor
j. Adapting to different teaching styles	Good	Average	Poor

**3. How do you rate yourself on the following test-taking skills? (Circle answer)**

a. Knowing how to develop a test-taking plans	Good	Average	Poor
b. Identifying key words in true/false questions	Good	Average	Poor
c. Knowing strategies for multiple-choice questions	Good	Average	Poor
d. Knowing how to write essay responses	Good	Average	Poor
e. Knowing how to write a constructed response	Good	Average	Poor
f. Having strategies for taking timed tests	Good	Average	Poor
g. Being prepared for open-note tests	Good	Average	Poor
h. Checking your test answers	Good	Average	Poor
i. Knowing strategies to relieve test anxiety	Good	Average	Poor

**4. Please list the skill that you think you are the best prepared for each in of the areas.**

Self-Management Skill: \_\_\_\_\_

Study-Skill: \_\_\_\_\_

Test-Taking Skill: \_\_\_\_\_

**5. Please list the skill that you think you are the least prepared for in each of the areas.**

Self-Management Skill: \_\_\_\_\_

Study-Skill: \_\_\_\_\_

Test-Taking Skill: \_\_\_\_\_

NAME: \_\_\_\_\_ GRADE: \_\_\_\_\_ DATE: \_\_\_\_\_

**9-12 SUMMATIVE SELF-EVALUATION FOR AD 4**  
**Applying Skills Needed for Educational Achievement**  
**PART 2: SELF-EVALUATION OF LIFE-LONG LEARNING SKILLS**

1. After looking at the skills you are best at in each area and the skills you are least prepared for in each area:

- A. Describe in detail a situation in which you used one of your stronger skills to be a successful learner.

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- B. Describe in detail a situation in which you could have been more successful if you had been able to use a skill you didn't possess at the time (e.g. planning for priorities).

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2. From a personal perspective, what skills will be important to your success as you work to achieve your post-secondary goals? List the skills on the chart below.

<b>4-Year College</b>	<b>2-Year College</b>	<b>Work</b>	<b>Military</b>	<b>Other: _____</b>
Skills needed	Skills needed	Skills needed	Skills needed	Skills needed



NAME: \_\_\_\_\_ GRADE: \_\_\_\_\_ DATE: \_\_\_\_\_

**9-12 SUMMATIVE SELF-EVALUATION FOR AD 4**

**Applying Skills Needed for Educational Achievement**

**PART 3: DESCRIBING HOW SKILLS WILL BE USED AS A LIFE-LONG LEARNER**

Write a personal essay in which you hypothesize how the skills you have developed during your school experience will help you continue to be a life long learner. Be sure to include specific skills and examples. This essay should contain proper spelling, grammar and punctuation. Please make your essay as long as needed to voice your opinion.